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MontCAS
(Montana Comprehensive Assessment System)
**English Language Proficiency
Assessment**

**Training
for the
2010-2011 Administration**

To advance slides, please click Enter.



MontCAS
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Welcome. This presentation is designed for the orientation of Test Coordinators and Test Administrators of Montana's annual English Language Proficiency Assessment: the MontCAS ELP.

The MontCAS ELP is one component of the Montana Comprehensive Assessment System.

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Outline

- I. Overview: What, Who, Why, When, and What's New**
- II. Test Coordinators' and Test Administrators' Roles & Responsibilities**
- III. Structure and Format of the Assessment**
- IV. Test Administration Procedures**
- V. After Testing**



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Here is what the presentation will cover:

We will start with an Overview: the What, Who, Why, and When of the assessment, as well as What's New for 2010-2011.

Then, we will look in detail at the Test Coordinators' and Test Administrators' Roles and Responsibilities from the arrival and distribution of test materials through the assessment.

We will cover the Structure and Format of the assessment, general and specific Test Administration Procedures, and finally, what to do after testing is complete.

I. What, Who, Why, When: MontCAS ELP

- ◆ Statewide test of all identified LEP students
- ◆ Mandated by the No Child Left Behind Act
- ◆ Testing window: October 18 – November 19, 2010



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The MontCAS ELP measures proficiency in speaking, listening, reading, writing, and comprehension.

It is a statewide test that is to be given to all identified Limited English Proficient students in Montana public schools.

This annual statewide assessment is mandated by the No Child Left Behind Act of 2001.

The test window this fall will be October 18th through November 19th.

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Who is an LEP student?

1. Not born in U.S., or native language other than English; OR
2. Comes from an environment where English is not the dominant language; OR
3. American Indian or Alaskan Native who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

In addition, the student must have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.



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Who is an LEP student?

Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

- 1) An individual who was not born in the United States, or whose native language is a language other than English;
- 2) An individual who comes from an environment where a language other than English is dominant;
- 3) An individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

In addition, the student must have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

If Test Administrators have any questions about which students should be tested, they should contact the System Test Coordinator.

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MontCAS ELP 2010-2011

Key Dates

August 2– 20	Submit special orders for Beginner Level forms, if needed
September 3	Training materials ship to System Test Coordinators
September 15 – October 30	Enter enrollment and program participation data for LEP students into AIM System during AIM Beginning of Year Collection
October 27	Student data extracted from AIM for Student Barcode Labels
October 4	Assessment materials ship to System Test Coordinators
October 18 – November 19	Assessment window
November 8	Student barcode labels ship to System Test Coordinators
December 3	Deadline for all materials to be shipped to Questar (All materials must be <u>received</u> by December 10.)



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Key dates for the MontCAS ELP 2010-2011 assessment:

Orders for Beginner Level forms should be submitted to Questar by August 20th.

Training Materials ship to systems on September 3rd.

We encourage you to enter enrollment and program participation data for LEP students into the AIM system (*September 15 – October 30, 2010*) during the AIM Beginning of Year Collection. Note that data to create the barcode labels will be extracted from the AIM system on October 27, 2010. Students who are not identified as LEP or do not have a current 2010-2011 enrollment record on this date will not receive a barcode label. Please contact your school's AIM specialist to coordinate your data entry.

Assessment materials ship to systems on October 4th.

The assessment window is October 18th through November 19th.

Student barcode labels ship, second-day delivery, to System Test Coordinators on November 8th.

The deadline for all test materials and completed answer documents to be shipped back to Questar is December 3rd. All materials must be received at Questar no later than December 10th.

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What's New for 2010-2011

- ◆ Alternate Forms
- ◆ New Kindergarten Registration Form
- ◆ Kindergarten Writing Subtest
 - Part 1: Student Participation
 - Part 2: Writing Checklist



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Many of you may already be familiar with the MontCAS ELP from the 2009-2010 administration. You should be aware, however, of certain changes that have been implemented for 2010-2011. Some changes were implemented in the previous administration, but are included here as good reminders.

•**Alternate Forms.** The 2010-2011 MontCAS ELP is an alternate set of forms which includes some items from previously administered test forms and some new items.

•**New Kindergarten Registration Form.** The Kindergarten Registration Form will be used to collect and submit counts for those Limited English Proficient students in Kindergarten who will require the Form A (Kindergarten) MontCAS ELP tests. Schools may only have estimated counts, but the information will help direct Form A materials to the schools that will need them. This new collection method will help provide a supply of Form A materials closer to a school's actual Kindergarten enrollment count.

•**Kindergarten Writing Subtest.** The Kindergarten Writing subtest has two parts: Student Participation and the Writing Checklist. The student participation part is individually administered and takes approximately 5 minutes to administer.

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What's New (Continued)

- ◆ Oral Reading Fluency
 - Part of the Reading test
 - Administered at end of Speaking Test
 - Test administrators will need a stopwatch
 - Write and bubble total number of Words read & number of Errors on answer document
- ◆ Student Barcode Labels
 - Test Administrators print student's full name on answer document
 - School Test Coordinator checks and affixes barcode labels, after materials are returned to them by Test Administrators



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•**Oral Reading Fluency.** Oral Reading fluency has been added to the MontCAS ELP. Although reading fluency is part of the Reading Test, it is administered at the end of the Speaking Test, since this part needs to be individually administered. Test Administrators will need a stopwatch to administer this test. Note that administrators must write AND bubble in the number of Words read and number of Errors on the answer document. The Words should be the total number of words attempted NOT the words minus errors. Instructions for this test are provided in that section of the *Test Administrator Manual*. Scoring the Oral Reading Test is illustrated in slide 42.

•**Student Barcode Labels.** Student ID labels will be provided for all students who have been registered during the AIM Beginning of Year Collection. The student information for the labels will be extracted from AIM on October 27th, thus LEP program participation information must be updated in AIM prior to that date in order for systems to be provided with student barcode labels. The labels are expected to reach districts by November 10th. Because the ID labels will not be available before the testing window, the Test Administrator must print the student's last name, first name, and middle initial on the student's answer document. The School Test Coordinator is then responsible for matching up and affixing the appropriate student barcode labels to the student answer documents or scannable test booklets after the testing materials are returned to him or her by the Test Administrator.

II. Roles and Responsibilities

- ◆ System Test Coordinator
- ◆ School Test Coordinator
- ◆ Test Administrator



Now we will look at the roles and responsibilities of the three key players in this assessment:

- the System Test Coordinator
- the School Test Coordinator
- the Test Administrator

We will look at each of your responsibilities before and during the assessment.

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System Test Coordinator

Before testing:

- ✓ Receive and distribute training materials.
- ✓ Receive, inventory, and distribute assessment materials.
- ✓ Order additional materials, if needed, using the *Additional Materials Order* sheet downloaded from the OPI website.
- ✓ Communicate the importance of test security using the *OPI Guidelines and Procedures for Test Security*.
<http://www.opi.mt.gov/PDF/Assessment/CRT/TA/10TestSecurity.pdf>
- ✓ Inform School Test Coordinators about the testing window and deadline.



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Let's start with the responsibilities of the System Test Coordinator.

Before testing:

You will be responsible for receiving and distributing the MontCAS ELP training materials.

- Training materials ship out on September 3rd and will arrive in approximately 3 business days.

You will also be responsible for receiving and distributing the main shipment of MontCAS ELP assessment materials and later shipment of the Student Barcode Labels to School Test Coordinators.

- Test materials will ship out to the System Test Coordinator from Questar by October 4th. They will be packaged by school, and it will be your responsibility to distribute the packets to each School Test Coordinator. Keep the box or boxes in which these materials were shipped as they will be needed for returning materials to Questar. Student Barcode Labels will ship from Questar on November 8th and will be organized by school.

You will receive and keep secure the materials in the System Test Coordinator packet.

- This packet contains the pre-printed System ID Sheet, the Return of Materials Divider Sheet, the UPS return label or labels, and, in most cases, some test material overage. The extra materials are for distribution to any school that needs additional forms, answer documents, etc.

You will communicate the importance of test security.

- Make sure all School Test Coordinators understand the need to keep these test materials secure before, during, and after testing sessions. They should be aware that there are actual test questions in the Test Administrator Manuals, so these manuals must also be kept in a secure location. They should be aware that all materials are security coded and must be accounted for at the end of testing.

You will inform School Test Coordinators that the testing window is October 18th through November 19th, 2010. Let them know that the completed answer documents along with all other used and unused test materials must be returned to you by November 24th.

System Test Coordinator

During testing:

- ✓ Be available to answer School Test Coordinator or Test Administrator questions.
- ✓ Distribute additional materials to schools, if needed.



During testing, you should be available to answer any questions from School Test Coordinators or Test Administrators, or, if you do not know the answer, to find out. For questions concerning who should be tested, you can contact Lynn Hinch at OPI. For questions relating to test administration, you should first check the General Instructions in a *Test Administrator Manual*. If the answer is not found there, then e-mail the MontCAS ELP Customer Service.

You are also responsible for distributing additional materials to schools, if needed. If schools need additional test materials, they will contact you. If you do not have enough, you should contact Karen Richem.

The contact information for everyone just mentioned is found on the Contact Information page of the *MontCAS ELP Test Coordinator's Guide* as well as at the end of this presentation.

System Test Coordinator

Key to a smooth operation:

- Read the *MontCAS ELP Test Coordinator's Guide*, then use it as a reference tool when needed.
- Use the System Test Coordinator's Checklist.



The *2010-2011 MontCAS ELP Test Coordinator's Guide* is your key to a smooth operation. Read it through at least once, then use it as a reference tool when needed.

In the *Test Coordinator's Guide* you will find the System Test Coordinator's Checklist on page 11. Please use it, and encourage the School Test Coordinators to use their checklists as well.

School Test Coordinator

Before testing:

- ✓ Receive assessment materials.
- ✓ Check quantities.
- ✓ Distribute materials to Test Administrators.
- ✓ Implement procedures to maintain test security.
- ✓ Plan training for Test Administrators.
- ✓ Schedule testing sessions.



Now we will look at the responsibilities of and direct our comments to the School Test Coordinator.

You should receive the assessment materials from the System Test Coordinator about a week before the testing window and the Student Barcode Labels from the System Test Coordinator shortly after November 10th.

You are responsible for verifying the packaged materials against the packing list and using the Distribution Tables in the *Test Coordinator's Guide* to make sure that you have sufficient materials to test all identified LEP students. If additional materials are needed, you should contact the System Test Coordinator immediately.

You will be responsible for distributing materials to Test Administrators. The Distribution Tables will also be useful for this task. Make sure the Test Administrators receive their *Test Administrator Manuals* in plenty of time to study them before the actual assessment.

You will be responsible for implementing procedures to maintain test security. You should make sure that all Test Administrators understand the need to keep all test materials secure before, during, and after testing sessions. You should be aware that there are actual test questions in the *Test Administrator Manuals*, so these manuals must also be kept in a secure location.

You should plan training for Test Administrators. All Test Administrators should be instructed to watch the Test Administrator Training portion of this presentation either individually or as a group. There is a section in the *Test Coordinator's Guide* about training Test Administrators.

You will be responsible for scheduling testing sessions. See the Estimated Administration Times Chart in the *Test Coordinator's Guide*. It tells which parts of the test are individually administered and how long they will probably take.

School Test Coordinator

Key to a smooth operation:

- Use the School Test Coordinator's Checklist found in the *MontCAS ELP Test Coordinator's Guide*.



Here we give the same advice as to the System Test Coordinator. The key to a smooth operation at the school level is for the School Test Coordinator to use the School Test Coordinator's Checklist on pages 12 and 13 in the *MontCAS ELP Test Coordinator's Guide*.

Each school will receive a printed copy of the *Test Coordinator's Guide*. Additional copies can also be downloaded online. Please contact the MontCAS ELP Customer Service for additional details.

We understand that some school systems have a small LEP population and that the System Test Coordinator and the School Test Coordinator may be the same person. In that case, you will need to use both checklists.

Test Administrator

Before testing:

- ✓ Prepare yourself.
- ✓ Check the materials.
 - Make sure there is an answer document for each student to be tested.
 - Print student's full last name, first name, and middle initial on the answer document.



Now let's look at the Test Administrator's role.

Before testing, it is the Test Administrator's responsibility to prepare him- or herself. The best way to do this is to watch the Test Administrator portions of the Training Presentation and to read the *Test Administrator Manuals* for all the grade spans he or she will be testing. All Test Administrators should also study the rubrics for rating the oral responses on the Speaking Test.

After receiving the test materials from the School Test Coordinator, the Test Administrator should check to make sure there are sufficient test booklets for testing all students. The materials needed for each test are listed in the *Test Administrator Manual*.

Also, make sure that there is an answer document for each student to be tested. The Test Administrator is responsible for printing a student's full last name, first name, and middle initial on the student's answer document. Later, the School Test Coordinator will match up and affix the appropriate student barcode label on the student's answer document.

Test Administrator

During testing:

- ✓ Follow the script in the Test Administrator Manual.
- ✓ Monitor students.



During testing, the Test Administrator follows the script in the *Test Administrator Manual* and does not deviate from this script. Uniform test administration is essential to ensure high quality, reliable test data and to make the test fair for all students.

During test administration, the Test Administrator should monitor students in Grades 3-12 to make sure they are marking their answers on the answer document and not in the test booklet, and that they are filling in the scannable bubbles completely. Students in Grades 1-2 mark their answers in the scannable test booklets. Test Administrators mark the student's answer document in Kindergarten.

Test Administrator

Key to a smooth assessment process:

- Use the Test Administrator's Checklist found in each *Test Administrator Manual*.



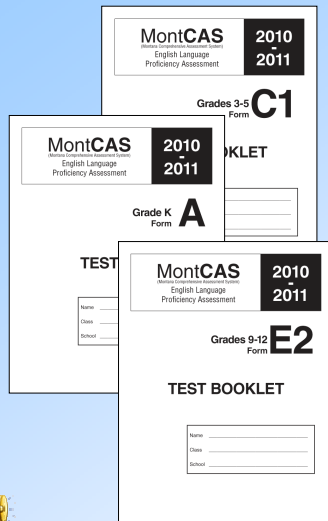
The Test Administrator should be sure to use the Test Administrator's Checklist found in each *Test Administrator Manual*. It is at the end of the General Instructions section, and it may be photocopied.

III. Structure and Format of the Assessment



Now we'll look at the structure and format of the assessment.

Grade Spans & Test Forms



Grade-Span	Forms
K	A
1-2	B1 & B2
3-5	C1 & C2
6-8	D1 & D2
9-12	E1 & E2

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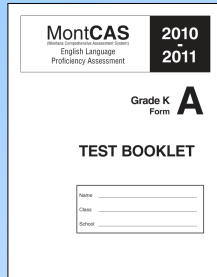
The MontCAS ELP has forms for 5 different grade spans.

Kindergarteners take Form A. First and second graders take Form B1 or B2. Students in grades 3-5 take Form C1 or C2. Students in grades 6-8 take Form D1 or D2. Students in grades 9-12 take Form E1 or E2.

No off-level testing is allowed. A student must take a form that corresponds to his or her current grade level.

For all grade spans except kindergarten, there are two test booklets of differing difficulty. Level 1 (B1, C1, D1, E1) is only to be used by LEP students with beginning or novice skills in English. So it would be appropriate for students in their first year in a U.S. school (LEP1) and other LEP students who are not reading simple stories and writing simple sentences. First-grade students who are not reading simple stories should take the Level 1 test. Any LEP1 students who have more than basic English language skills should take the Intermediate level test (B2, C2, D2, E2).

Subtests for Grade K (Form A)



Subtest	Administered
Listening	Individually
Speaking	Individually
Reading	Individually
Writing	Individually

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At the kindergarten level, there are four subtests—Listening, Speaking, Reading, and Writing—and all four are individually administered.

The Writing section this year contains two parts. Part 1 is a brief writing test that requires student participation, and is administered by the Test Administrator. The Test Administrator is responsible for scoring the student's written responses. Part 2 is a checklist only, based on classroom observation. It is not administered, but rather filled out by the student's classroom or ESL teacher.

The listening, speaking, and writing tests should be administered in their entirety regardless of student ability. However, students should proceed through the reading test with the Test Administrator only until they reach frustration level. For this test, frustration level is defined as the point at which a student has missed three consecutive questions.

At the kindergarten level, there are no separate Beginner level forms. All students take the same test.

Subtests for Grades 1-12 (Forms B, C, D, & E)

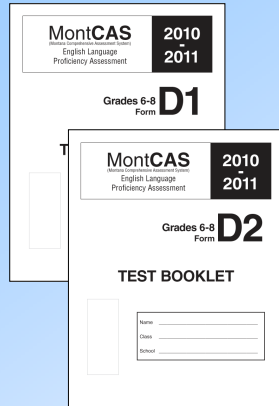
Subtest	Administered
Reading	Group
Writing	Group
Listening	Group
Speaking	Individually



For grades 1 and up, all 4 subtests are administered to all students.

The Reading, Writing, and Listening subtests are group administered. The Speaking subtest is individually administered (as is the Oral Reading Fluency Test for those forms to which it is applicable).

Test Booklets



- ◆ One test booklet per student.
- ◆ Make sure the student is given the correct test booklet (Level 1 or Level 2) from the start.
- ◆ Students write their name on the test booklet.



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Now we will take a look at the test materials. First, the test booklets.

There is one test booklet per student.

Make sure the student is given the correct test booklet (Level 1 or Level 2) from the start. Students may not switch test booklets halfway through the test. For example, if they took the D2 Reading Test, they will also have to take the D2 Writing Test. They cannot switch to the D1 Writing Test.

Have students write their name on their test booklet at the first test session.

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Answer Documents

Grade Span	Answer Documents
K	Form A answer document
1-2	Form B1 test booklet Form B2 test booklet
3-5	Form C1 answer document Form C2 answer document
6-8	Form D1 answer document Form D2 answer document
9-12	Form E1 answer document Form E2 answer document

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There is one form-specific answer document for each test booklet. When distributing the test materials, the test booklet and answer document must be the same form.

For grade K, there is a single answer document which is designated as Form A.

For grades 1 through 12, Test Administrators must take care to assign the correct answer document to each student, depending on whether the student will be taking the Beginner or the Intermediate test form.

For grade-span 1-2, answers are marked in either the B1 or B2 test booklet.


Students in grades 3-5 use either the C1 or the C2 answer document, depending on which test form they are taking.

Students in grades 6-8 use either the D1 or the D2 answer document.

And students in grades 9-12 use either the E1 or the E2 answer document.


Note that answer documents B2, C1, C2, D1, D2, E1, and E2 must be kept secure since they contain test passages.

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Test Administrator Manuals

- ◆ 5 Test Administrator Manuals: one for each grade-span level
- ◆ Each contains:
 - General instructions
 - Grade-span-specific instructions
 - Script for each subtest (R, W, L, S)
- ◆ Must be kept secure



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There are 5 different Test Administrator Manuals, one for each grade-span level. That is, there is a Form A Test Administrator Manual, a Form B Test Administrator Manual, etc.

Each manual contains general instructions such as Preparing for the Test, Rules Regarding Prompting, Guidelines for Test Accommodations, and Post-Test Instructions.

Each manual also contains level-specific instructions such as the materials needed for testing students at this level, and the estimated time to administer each subtest.

The manuals also contain the script for administering each subtest at this grade-span level, and scoring guides for rating oral responses.

Note that these manuals must be kept secure since they contain actual test questions.

Listening CDs



- ◆ All Listening Tests are administered with a form-specific Listening CD
- ◆ Test Administrators will need a CD player or a computer with sound card and speakers
- ◆ Test CD & sound quality of player
- ◆ Test Administrators pause CD when tone sounds, to give students time to respond



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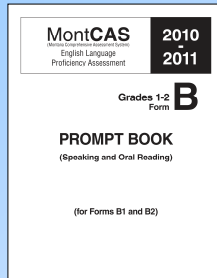
All Listening Tests are administered with form-specific Listening CDs.

Test Administrators will need a CD player or a computer with sound card, speakers, and a CD-ROM drive. Test Administrators should be sure to test the CD itself as well as the sound quality of the player before the actual test session.

During the test, Test Administrators pause the CD when a tone sounds. This gives students time to mark their response in their answer booklet.

Note that Test Administrators must take care to administer the correct Listening CD, depending on which form the students are taking.

Prompt Booklet (Speaking and Oral Reading)



- ◆ For grade span 1-2 only, there is a Prompt Book (Speaking and Oral Reading)
- ◆ It contains
 - ◆ Speaking Test Prompts for both Form B1 and Form B2 Speaking Tests
 - ◆ Oral Reading Prompts for Form B2 Oral Reading Test
- ◆ One per Test Administrator

For grade span 1-2 only, there is a Prompt Book for the Speaking and Oral Reading Tests. At all other levels, the Speaking Test and Oral Reading Test prompts are in the Test Book itself, thus no separate prompt book is needed.

Note that the Prompt Book contains the Speaking Test prompts for administering both the Form B1 and the Form B2 Speaking Tests and the Oral Reading Test prompts for the Form B2 Oral Reading Test. Test Administrators must be careful to use the appropriate section of the Prompt Book when administering the Speaking Test. For example, the Form B1 Speaking Test Prompts should be used for students taking the Form B1 test forms.

Also note that for the Oral Reading Test, administrators must write AND bubble in the number of Words read and number of Errors on the answer document. The Words should be the total number of words attempted NOT the words minus errors. Scoring the Oral Reading Test is illustrated in slide 42.

You will need one Prompt Book per grade 1-2 Test Administrator.

IV. Test Administration:

A. General Procedures



Test Administration:

First we will go over the general procedures that apply to all grade-span levels of the test. Then we will look at each grade-span test individually.

Test Site



- ◆ Individual Testing
 - Quiet one-to-one environment
 - Seating
- ◆ Group Testing
 - Quiet room
 - “Testing: Do Not Disturb” sign on door
 - Desks must be cleared



Test Site

For individual testing, the setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear the test items or see the test materials. The Test Administrator should sit close enough to the student to point to questions and illustrations in the student test booklet during test administration.

For group testing, the room should be quiet. Hang a “Testing: Do Not Disturb” sign on the door. Student desks must be cleared of all materials other than pencils and test materials.

Any educational materials posted on the walls that could help students answer specific questions should be removed or covered.

Test Security

- ◆ Responsibility of both the Test Coordinator and Test Administrator
- ◆ All test materials must be accounted for
- ◆ All test materials must be returned to Questar
- ◆ No pages may be duplicated (except “General Instructions” and Test Administrator Checklist)



Test Security

It is the responsibility of both the Test Coordinator and the Test Administrator to keep all test materials in their possession secure before, during, and after testing sessions. This includes not just the student test booklets, but also the student answer documents, Test Administrator Manuals and the Listening CDs.

All test materials must be accounted for. The test materials are all security coded. The security codes for materials sent to a system are noted on the system shipment summary report included in Box 1 of the shipment. Security codes for materials sent to a school are listed on the school's summary report. The materials are scanned before shipping to the system and will be scanned upon return. All items must be returned. Please note that the school's summary report will be emailed to the System Test Coordinator after materials have been shipped from Questar to the system.

With the exception of the “General Instructions” and the page containing the Test Administrator Checklist, no pages of the manuals may be photocopied or duplicated in any way. Also, no pages of the test booklets or answer documents may be photocopied or duplicated in any way.

Affixing Student Barcode Labels

The image shows a sample of a MontCAS Student Answer Document Form A for Grade K, 2010-2011. The form includes sections for student information, a large grid of bubbles for answers, and a section for accommodations. A red arrow points to the 'Barcode Label' area on the left side of the form, which is labeled 'Barcode Label' and '← Tip'. The form also includes a 'STUDENT NAME GRID' at the top right and a 'SERIAL #' at the bottom right.

- Test Administrators
 - Print the student name on student answer document
- School Test Coordinator
 - Affix student label to appropriate answer document
 - Or must bubble in all student information by hand, if there is no barcode label

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Student barcode labels will be provided for all students who were identified as LEP in the AIM system during the AIM Beginning of Year Collection. Student data will be extracted from AIM for the student barcode labels on October 27, 2010. The barcode labels will arrive in a separate shipment from the assessment materials.

It is the Test Administrator's responsibility to print the full last name, first name, and middle initial on each student answer document using a No. 2 pencil before testing begins.

It is the School Test Coordinator's responsibility to check student information, match up, and affix each student label to the appropriate answer document after he or she receives the assessment materials from the Test Administrators. Remember that student barcode labels will arrive after the assessment window opens. If a student has no barcode label, the School Test Coordinator must print and bubble in by hand all of the student's information. This includes the student's name, school code, date of birth, SSID number, grade, and gender. ONLY do this if there is no student barcode label for the student.

Voiding Barcode Labels

Void a Student Barcode Label if:

- ◆ the school designation is incorrect
- ◆ the student is no longer enrolled in the system
- ◆ the student is no longer identified as LEP
- ◆ the grade is incorrect (the student's information must then be bubbled in on the answer document and the AIM Coordinator instructed to correct the student's grade information in the AIM system)



School Test Coordinators are responsible for reviewing the student barcode labels to verify student information and voiding student barcode labels, if necessary. Note that if a student name is misspelled on a barcode label, but all other student information is correct, the label should still be used on the student answer document. Also, if student date of birth, Home Language, or Language of Impact is incorrect or blank, the label should still be used on the answer document. In these cases, request that the AIM Coordinator correct the student information directly in the AIM system. Note: The Home Language and Language of Impact fields show a language code. A look-up table for Home Language and for Language of Impact is provided in later slides.

The School Test Coordinator must void a student barcode label if:

- the school designation is incorrect
- the student is no longer enrolled in the system
- the student is no longer identified as LEP
- the grade is incorrect. (Note that in this case, the student's information must then be bubbled in on the student answer document and the AIM Coordinator instructed to correct the student's grade information in the AIM system.)

Voided Barcode Label Form

MontCAS ELP 2010-2011 Assessment FORM FOR VOIDED BARCODE LABELS

System Name: _____ System Code: _____

1. Write in your system name and code on lines provided.
2. Place each student's voided barcode label in the designated area on this form.
3. Fill in the appropriate bubble to indicate why the barcode label was voided. If Other (for example – school name and/or grade designation is incorrect), then write a brief description on the lines provided.
4. Return this form to Questar along with other testing materials.

If you have any questions regarding voided barcode labels, please contact Karen Richem, Assessment Specialist, at (406) 444-0748 or krichem@mt.gov.

Place Barcode Label Here

① No longer in system

② No longer LEP

③ Other _____



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If the Test Coordinator receives a barcode label for a student who will not be administered the 2010-2011 MontCAS ELP, he or she must affix the label to the “Form for Voided Barcode Labels.” The Test Coordinator must also specify the reason for voiding the barcode label in the space provided—student is no longer enrolled in your system, no longer identified as LEP, or any other reason the barcode label is not used—and package the form to be returned with the other used testing materials.

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Primary/Home Language Look-Up Table

Code	Value	Code	Value
eng	English	nai	North American Indian
ara	Arabic	nav	Navajo; Navaho
arp	Arapaho	nep	Nepali
chi	Chinese	nor	Norwegian
chy	Cheyenne	oji	Ojibwa
cre	Cree	pol	Polish
cze	Czech	por	Portuguese
fas	Persian	rum	Romanian
fin	Finnish	rus	Russian
fre	French	sal	Salishan languages
ger	German	sio	Siouan languages
hin	Hindi	spa	Spanish; Castilian
hmn	Hmong	tai	Tai (Other)
hrv	Croatian	tgl	Tagalog
jpn	Japanese	tur	Turkish
kor	Korean	urd	Urdu
kut	Kutenai	vie	Vietnamese
mis	Uncoded languages	XXX	Blank Field



MontCAS
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 English Language
 Proficiency Assessment

The Test Coordinator should reference the Primary/Home Language Look-Up Table on this Training presentation slide to translate the Home Language shown on a student barcode label. If Home Language is incorrectly coded on a student's barcode label, the Test Coordinator must request that the AIM Coordinator update the information in the AIM system. The student barcode label, though, can still be used on the student's answer document. Please note that if the Home Language field is coded "XXX," the information has not been entered into the AIM system. The AIM Coordinator must be notified to update the information.

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Language of Impact Look-Up Table

Code	Value
01	Arabic
02	Arapaho
03	Assiniboine
04	Blackfeet
05	Cheyenne
06	Chinese
07	Chippewa
08	Cree
09	Croatian
10	Crow
11	Czech
12	Farsi
13	Finnish
14	French
15	German
16	Gros Ventre
17	Hindi, Hindustani
18	Hmong
19	Japanese
20	Kootenai
21	Korean

Code	Value
22	Navajo
23	Nepalese
24	Norwegian
25	Oneida
26	Polish
27	Portuguese
28	Romanian
29	Russian
30	Salish
31	Shoshone
32	Sioux/Dakota
33	Spanish
34	Tagalog
35	Thai
36	Turkish
37	Urdu
38	Vietnamese
39	Other - Non American Indian
40	Other - American Indian
XX	Blank Field

MontCAS
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The Test Coordinator should reference the Language of Impact Look-Up Table on this Training presentation slide to translate the Language of Impact code shown on a student barcode label. If Language of Impact is incorrectly coded on a student's barcode label, the Test Coordinator must request that the AIM Coordinator update the information in the AIM system. The student barcode label, though, can still be used on the student's answer document. Please note that if the Language of Impact field is coded "XX," the information has not been entered into the AIM system. The AIM Coordinator must be notified to update the information.

Grouping Students for Testing

As long as the groups are not too large:

- ◆ All LEP1 Beginner Level students within a grade span may be tested together on the Reading, Writing and Listening Tests.
- ◆ All other LEP students within a grade span (using Level 2 form) may be tested together on the Reading, Writing and Listening Tests.



Who may be tested together?

As long as the groups are not too large, all LEP1 Beginner Level students within a grade span may be tested together on the Reading, Writing and Listening Tests. For example, all 3rd, 4th and 5th graders who are using the C1 Test Booklet may be tested together in a group setting.

All other LEP students within a grade span (using the Level 2 form) may be tested together on the Reading, Writing and Listening Tests. For example, all 6th, 7th and 8th graders who are using the D2 Test Booklet may be tested together.

Maximum Group Size

Maximum group size depends on the maturity of the students and the number of available monitors.

- ◆ For grades 1 and 2, we recommend groups of no more than 5-7 students.
- ◆ There should be enough adults to monitor all students.
- ◆ For the Listening Test, take into consideration the acoustics.



What is the maximum group size?

This depends on the maturity of the students and the number of available monitors. For grades 1 and 2, we recommend groups of no more than 5 to 7 students.

There should be a sufficient number of adults to monitor all students throughout the test. Students should be monitored to make sure they are in the right section both in the test booklet and in the answer document, and to make sure they are filling in the scannable answer bubbles correctly.

For the Listening Test, an additional consideration is the acoustics of the room. Make sure that all students, even those in the back row, will be able to hear the Listening CD clearly.

Prompting

- ◆ In general, prompting is not allowed.
- ◆ Exceptions:
 - To clarify a student's response
 - If student responded in another language
- ◆ Test Administrator may repeat a question once if:
 - There was a distraction or interruption
 - Student did not yet begin to respond and asks for question to be repeated



Prompting includes such things as

- elaborating on questions,
- clarifying information provided in test questions or in passages,
- pointing out specific information in questions or graphics,
- suggesting strategies that a student might use to arrive at a correct response.

In general, prompting is not allowed because it would give an unfair advantage to some students.

Exceptions:

- To clarify a student's response, the Test Administrator may say: *I don't understand what you said, or Can you tell me more?*
- If the student answered in another language, the Test Administrator may say: *Can you say that in English?*

The Test Administrator may repeat a question once if:

- There was a distraction or interruption in the room.
- The student asks for the question to be repeated — but only if the student has not yet begun a response.

The issue of prompting — and what is and is not allowed — is covered thoroughly in the Test Administrator Manual. It should be read by all Test Administrators.

Translating Directions

- ◆ Initial directions to group may be translated into students' native language(s) if necessary.
- ◆ No item directions or item content may be translated. The script must be read in English exactly as printed in the Test Administrator Manual.



The only parts of the test that may be translated are the initial directions to the group: that is, the directions about checking to make sure they each have the correct booklet, finding the right page in the booklet or answer document, and instructions as to how to fill in bubbles correctly. This should only be done if some students are unable to understand these directions in English.

Once the test actually begins, the script must be read in English exactly as printed in the Test Administrator Manual. No item directions or item content may be translated or otherwise explained.



Timing

- ◆ The MontCAS ELP is an untimed test.
- ◆ During individual testing, Test Administrators should allow approximately 15 seconds of wait time for a student to begin a response.
- ◆ During group testing, Test Administrators should use their best judgment in allowing sufficient time for students to finish multiple-choice and extended responses.



The MontCAS ELP is an untimed test.

During individual testing, the Test Administrator should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a child has not responded after 15 seconds, the Test Administrator should move on to the next item or task and score the item as “no response” (the BL bubble).

During group testing, Test Administrators should use their best judgment in allowing sufficient time for students to finish multiple-choice and extended responses.

Special Accommodations

- ◆ Any student who is given accommodations must have an IEP or 504 on file.
- ◆ Mark the appropriate Standard Accommodations/ Nonstandard Accommodations bubble (Box 7) on the answer document.
- ◆ Braille and Enlarged-Print versions of the test are available (ordering deadline: 8/20/2010)



Accommodations should *only* be used when absolutely necessary.

Any student who is given special accommodations *must* have an IEP or 504 Plan on file with specific accommodations indicated.

If a student is tested with accommodations, the appropriate bubble (Box 7) on the answer sheet must be marked.

Braille and Enlarged-Print versions of the test are available, but must be ordered ahead of time. The deadline for ordering these versions for 2010-2011 testing is August 20th.

Detailed instructions on Standard and Nonstandard Accommodations are provided in each Test Administrator Manual, and should be read by all Test Administrators as part of their pre-assessment preparation.



Non-allowable Accommodations

- ◆ Test administration in a language other than English
- ◆ Translation of the assessment into another language
- ◆ Translation of the assessment into sign language
- ◆ Use of dictionaries or other reference aids
- ◆ Accepting non-English responses



The following accommodations are NOT allowed:

- Test administration in a language other than English.
- Translation of the assessment into another language.
- Translation of the assessment into sign language.
- Use of dictionaries or other reference aids. This includes both monolingual and bilingual dictionaries.
- Accepting responses in a language other than English.

(If students respond in their native language, the Test Administrator may ask them if they can “say that in English.” If they can’t, the response counts as 0.)

The use of any of these accommodations will invalidate test scores.

Scoring Guides

- ◆ Oral responses are scored by Test Administrators at the time of testing
- ◆ Responses are rated using the Scoring Guides in the Test Administrator Manual
- ◆ Mark the Blank (BL) bubble if the student fails to respond
- ◆ Test Administrator must study the Scoring Guides before giving the test for the first time



All oral responses throughout the MontCAS ELP are scored by Test Administrators at the time of testing. Responses are rated using the Scoring Guides in the Test Administrator Manual. There is a separate Scoring Guide for each item. The Scoring Guide will provide examples of appropriate responses and also of responses that should receive partial credit.

If the student fails to respond at all, the Blank or BL bubble on the answer document should be marked.

As part of their pre-assessment preparation, Test Administrators must study the Scoring Guides to become familiar with the rubrics.

Scoring Oral Reading

Test Administrator Directions: This is the test administrator's copy of the Oral Reading text. Circle errors (misread or skipped words). Draw a diagonal slash after the last word read/attempted in 60 seconds.

Jane wanted to learn how to skate for a long time. Mother gave Jane skates for her birthday. She was very happy with this present. Jane called her friend Nancy. "Now I can go to the ice rink with you. I have my own skates."

Directions: Write the number of the last word spoken in the spaces at the top of the **Words** box and bubble in the corresponding numbers in the grid. Then write the number of errors in the spaces at the top of the **Errors** box and bubble in the corresponding numbers in the grid. When bubbling in numbers less than 100, use leading zeros. For example, to record 75 words, bubble in 075.

Important: The number of Words should be the total words attempted, NOT the number of words minus errors. Scores will be calculated by the Scoring program.

Words	Errors
042	003
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
<input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19	<input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19
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<input type="radio"/> 70 <input type="radio"/> 71 <input type="radio"/> 72 <input type="radio"/> 73 <input type="radio"/> 74 <input type="radio"/> 75 <input type="radio"/> 76 <input type="radio"/> 77 <input type="radio"/> 78 <input type="radio"/> 79	<input type="radio"/> 70 <input type="radio"/> 71 <input type="radio"/> 72 <input type="radio"/> 73 <input type="radio"/> 74 <input type="radio"/> 75 <input type="radio"/> 76 <input type="radio"/> 77 <input type="radio"/> 78 <input type="radio"/> 79
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<input type="radio"/> 90 <input type="radio"/> 91 <input type="radio"/> 92 <input type="radio"/> 93 <input type="radio"/> 94 <input type="radio"/> 95 <input type="radio"/> 96 <input type="radio"/> 97 <input type="radio"/> 98 <input type="radio"/> 99	<input type="radio"/> 90 <input type="radio"/> 91 <input type="radio"/> 92 <input type="radio"/> 93 <input type="radio"/> 94 <input type="radio"/> 95 <input type="radio"/> 96 <input type="radio"/> 97 <input type="radio"/> 98 <input type="radio"/> 99

MontCAS
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English Language
Proficiency Assessment

Scoring the Oral Reading Test

Although reading fluency is part of the Reading Test, it is administered at the end of the Speaking Test, since this part needs to be individually administered. The Oral Reading Test must also be marked by the Test Administrator during the test administration. The Test Administrator must write AND bubble in on the answer document both the number of Words read by the student and the number of Errors made by the student while reading the passage for 60 seconds. In the illustration above, the Test Administrator made a slash after the last word the student attempted, wrote "042" in the Words box and bubbled in the corresponding numbers in the grid. Note: The Words should be the total number of words attempted NOT the words minus errors. The Test Administrator circled three errors, wrote "003" in the Errors box and bubbled in the corresponding numbers in the grid.

Testing Absentees

- ◆ All LEP students should be administered all sections of the test.
- ◆ If a student is absent for a particular testing session, schedule a make-up test for that student within the testing window.



With the exception of students with certain disabilities, all participating LEP students should be administered all sections of the test.

If a student is absent for a particular testing session, a make-up test should be scheduled for that student as soon as possible, within the testing window.



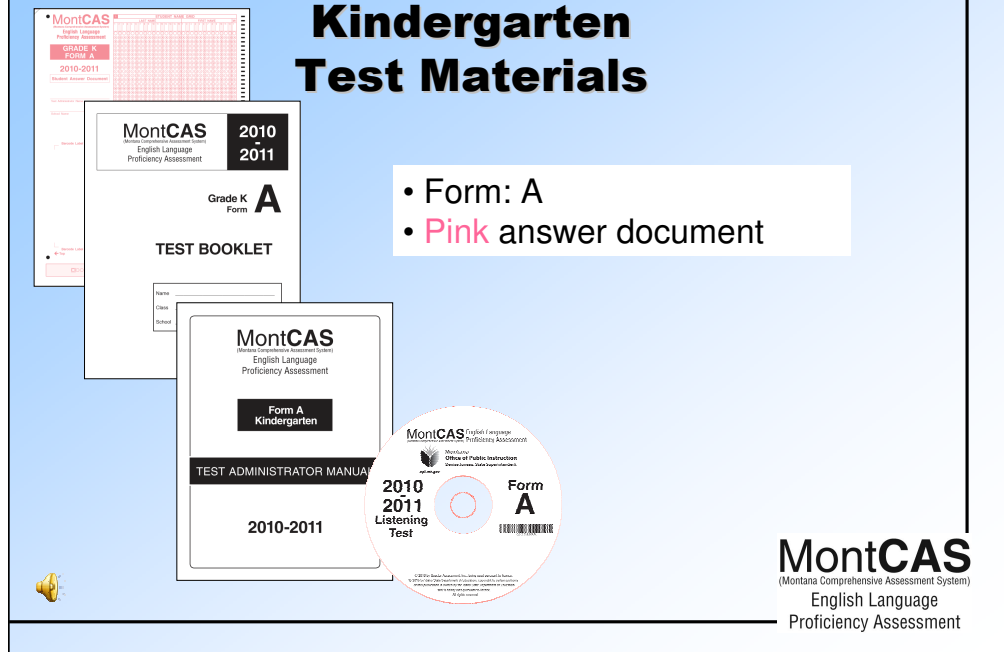
B. Testing Kindergarten



Now we will go on to look at each grade-span test individually, and how it is administered.

We will start with... Testing Kindergarten.

Kindergarten Test Materials



- Form: A
- **Pink** answer document

All kindergarten materials are identified as Form A.

You will need one matching set of materials for each kindergartener being tested. That includes a Form A test booklet, a Form A student answer document, a Form A Test Administrator manual, and a Form A listening test CD.

All tests at the Kindergarten level are individually administered.

All responses are recorded or scored by the Test Administrator and marked on the answer document by the Test Administrator.

There are no separate Beginner Level forms for kindergarten. All kindergarteners take the same test.

Kindergarten Test Administration

Part 1: Writing Test

Proficiency Level	Score
1	0-10
2	11-20
3	21-30
4	31-40
5	41-50

Part 2: Writing Checklist

Proficiency Level	Score
1	0-10
2	11-20
3	21-30
4	31-40
5	41-50

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- ◆ All tests are individually administered
- ◆ All responses are recorded by Test Administrator on the Form A answer document

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Proficiency Assessment

Kindergarteners take four tests: Listening, Speaking, Reading, and Writing. There is also a Writing Checklist, which the student's regular teacher fills out based on classroom observation.

All tests at the kindergarten level are individually administered. All responses are recorded or scored by the Test Administrator and marked on the answer document by the Test Administrator.

Form A: Listening Test



- ◆ Administered using Form A Listening CD
- ◆ Includes demonstration & practice items
- ◆ Test booklet is in front of student
- ◆ Test Administrator
 - Follows directions in Test Administrator Manual
 - Pauses the CD when tone sounds
 - Marks responses or scores on answer document



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 English Language
 Proficiency Assessment

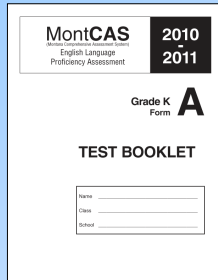
The Kindergarten Listening Test is administered with the Form A Listening Test and the estimated time per student is 25 minutes.

The Test Administrator pauses the CD when a tone sounds to give the student a chance to respond to the question. The Test Administrator then scores the response and records the score on the student's answer document.

There are demonstration and practice items. For the demonstration items, the Test Administrator demonstrates how to respond (following the instructions in the Test Administrator Manual). For the practice items, the student responds, but if the student gets the answer wrong, the Test Administrator explains to the student what the right answer is.

As the CD plays, the Test Administrator follows along in the student booklet and points to the picture or other prompt for each item.

Form A: Speaking Test



- ◆ Time per student: about 15 minutes
- ◆ Administered using the script in the Form A Test Administrator Manual
- ◆ Test booklet is in front of student
- ◆ Test Administrator marks scores on answer document



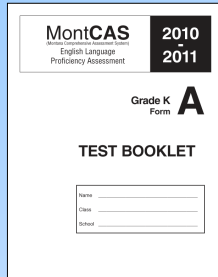
The Kindergarten Speaking Test takes about 15 minutes per student.

The Test Administrator reads the script in the Form A Test Administrator Manual, scores the student's responses based on the Scoring Guides, and marks the scores on the answer document.

The student has the Form A test booklet, open to the Speaking section, in front of him or her. The Test Administrator points to the picture prompts in the booklet and tells the student when to turn the page.

All responses will be given verbally and must be in English to be considered correct.

Form A: Reading Test



- ◆ Time per student: about 20 minutes
- ◆ May be combined with Speaking Test in a single session
- ◆ Student responds to multiple-choice questions by circling answer in test booklet
- ◆ Test is stopped when student gets 3 in a row wrong



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The Kindergarten Reading Test takes about 20 minutes per student. Because the Speaking and Reading tests are both relatively short, the Test Administrator may choose to administer these together in a single session with an individual student.

Some of the questions are open-ended and some are multiple-choice. Students respond to multiple-choice questions by circling the answer in their test booklet. In the student answer document, the Test Administrator *records* the student's responses to multiple-choice questions, but *scores* the open-ended questions.

In contrast to the other subtests, the Kindergarten Reading Test is halted if and when the student reaches frustration level, which is defined as the point at which the student has missed three consecutive questions.

Form A: Writing Subtest

- ◆ Part 1: Student Participation
- ◆ Part 2: Checklist based on classroom observation



This year the Writing subtest for Kindergarten consists of two parts: student participation and a writing checklist.

Part 1 requires student participation, and is administered by the Test Administrator. The Test Administrator is responsible for scoring the written responses.

Part 2, the Writing Checklist, is found on the answer document and should be filled out by a teacher familiar with the student's classroom work. The student does not need to be present.

The teacher indicates whether a student has never demonstrated a particular ability, does this occasionally, does this most of the time, or has demonstrated mastery of this skill.

Sample observations of abilities are:

- Shows understanding that print carries meaning.
- Writes first name.
- Writes letters that correspond to English sounds.

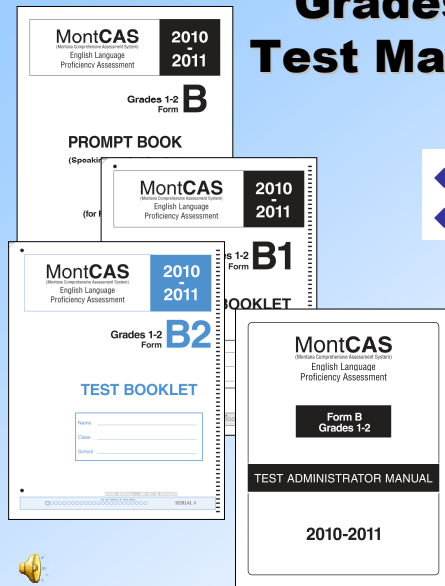


C. Testing Grades 1-2



We will now move on to Testing Grades 1 and 2.

Grades 1-2 Test Materials



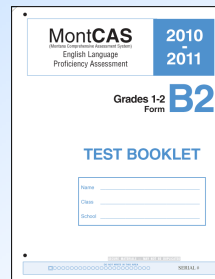
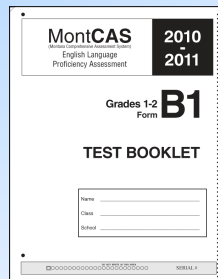
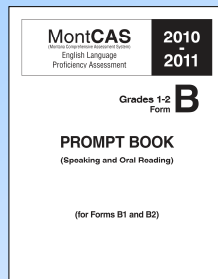
- ◆ Form: B
- ◆ Scannable test booklets

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All test materials for grades 1 and 2 are identified as Form B. There are two scannable test booklets (B1 and B2). There are no other answer documents for this grade span. Students take either the B1 test (which is for LEP1 Beginner students) or the B2 test. They may not take part of one and part of the other.

Grades 1-2 Test Administration

- ◆ 4 tests: Reading, Writing, Listening, Speaking
- ◆ The first three tests are group administered to small groups of 5-7 students
- ◆ Speaking Test and Oral Reading Fluency Test, where applicable, are individually administered



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LEP students in grades 1 and 2 take all four tests: Reading, Writing, Listening, and Speaking.

The Reading, Writing, and Listening tests are group administered. The Speaking Test and Oral Reading Test, where applicable, are individually administered.

Forms B1 and B2: Reading & Writing Tests

MontCAS
English Language
Proficiency Assessment
2010
2011
Grades 1-2
Form **B1**
TEST BOOKLET
Name _____
Class _____
School _____

MontCAS
English Language
Proficiency Assessment
2010
2011
Grades 1-2
Form **B2**
TEST BOOKLET
Name _____
Class _____
School _____

- ◆ Group administered.
- ◆ Students mark or write all their answers in their scannable test booklets.
- ◆ Test Administrator reads the questions but not the response options or passages.
- ◆ Test Administrator makes sure students write their answers in the correct place.
- ◆ Test Administrator does not score the written responses.

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The Reading and Writing tests for first- and second-graders are group administered to small groups of 5 to 7 students. Students taking Form B1 must be tested separately from students taking Form B2.

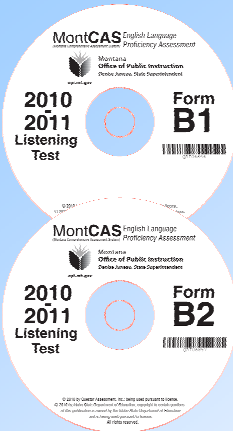
Students mark or write all their answers in their scannable test booklets.

The Test Administrator reads each question to the group, but does not read the response options or the passages.

The Test Administrator or an aide should monitor students carefully during the test to make sure they are on the right page and are marking their answers in the correct spot.

The Test Administrator does not score the written responses.

Form B: Listening Test



- ◆ Administered using Form B1 or Form B2 Listening CD, as appropriate
- ◆ Students mark their answers in their scannable test booklets
- ◆ Test Administrator pauses CD player while students respond

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English Language
Proficiency Assessment

There are separate Listening CDs for each B form.

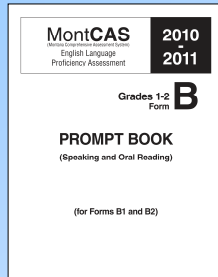
The Listening Test for grades 1-2 is group administered to small groups of 5-7 students.

Reminder: Level 1 (Beginner) and Level 2 (Intermediate/Advanced) students cannot be tested together on the Listening Test.

The Test Administrator pauses the CD at the tone to give students time to mark their answers. The questions are all multiple-choice. Students mark their answers in their scannable test booklets.

The Test Administrator or an aide should monitor students carefully during the test to make sure that they are on the right page and are marking their answers correctly by filling in the bubbles.

Form B: Speaking



- ◆ Individually administered, using script in Form B Test Administrator Manual
- ◆ Time per student: 15-20 minutes
- ◆ Student views prompts in the Prompt Book (for Speaking and Oral Reading)
- ◆ Test Administrator marks scores on appropriate answer pages in back of student's B1 or B2 test booklet
- ◆ Oral Reading Test is administered at end of Speaking Test



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The Speaking Test is individually administered and takes about 15-20 minutes per student. The Test Administrator reads the script in the Form B *Test Administrator Manual*, while the student views the prompts in the Prompt Book (for Speaking and Oral Reading).

For the Speaking Test, the Test Administrator scores the student's oral responses and marks the scores on the Speaking answer page in the back of the student's B1 or B2 test booklet. Reminder: The Speaking tests are not identical for B1 and B2 students.

The Oral Reading Test, which is administered at the end of the Speaking Test, must also be marked by the Test Administrator during the test administration. Note that administrators must write AND bubble in the number of Words read and number of Errors on the answer document. The Words should be the total number of words attempted NOT the words minus errors. Instructions for this test are provided in that section of the *Test Administrator Manual*. Scoring the Oral Reading Test is illustrated in slide 42.



D. Testing Grades 3-12



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English Language
Proficiency Assessment

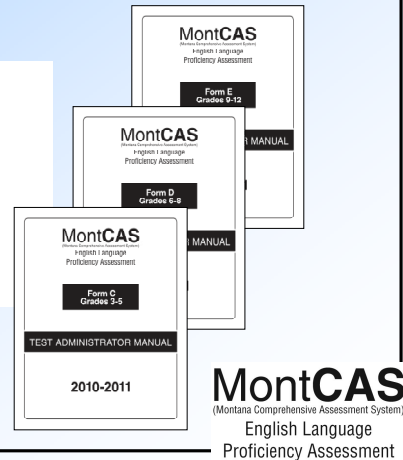
Administration procedures for grades 3-12 can be lumped together because, although the test forms are different, the procedures are the same and the materials are similar.

Grades 3-12 Test Materials

Form	Grade Span
C	3 - 5
D	6 - 8
E	9 - 12

Each grade-span level has its own:

- ◆ Test Administrator Manual
- ◆ Level 1 Listening CD
- ◆ Level 2 Listening CD
- ◆ Level 1 test booklet & answer document
- ◆ Level 2 test booklet & answer document



Form C is for grade span 3-5.

Form D is for grade span 6-8.

Form E is for grade span 9-12.

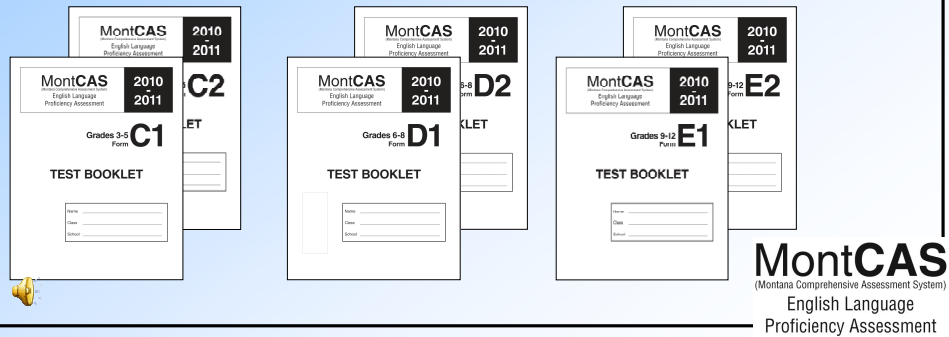
Each grade-span level has its own:

- Test Administrator Manual
- Level 1 Listening CD
- Level 2 Listening CD
- Level 1 test booklet and answer document
- Level 2 test booklet and answer document

For example, to test non-Beginner students in grades 3 through 5, a Test Administrator will need: a Form C Test Administrator Manual, a Form C2 Listening CD, Form C2 test booklets and Form C2 answer documents.

Grades 3-12 Test Administration

- ◆ 4 tests: Reading, Writing, Listening, Speaking
- ◆ The first 3 tests are group-administered
- ◆ Speaking and Oral Reading Tests are individually administered
- ◆ All responses are marked or written in the student answer document

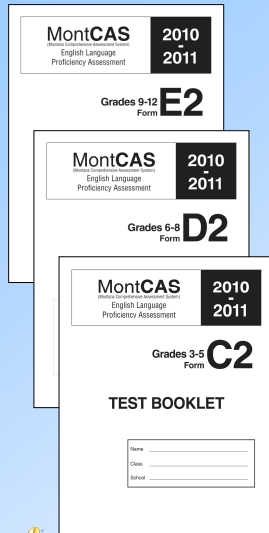


LEP students in grades 3 and up take all four tests: Reading, Writing, Listening, and Speaking.

The first three are group administered. The Speaking and Oral Reading Tests are individually administered, and should be given last.

All responses are marked or written in the student answer document. There is one answer document per student, and it must match the test form.

Forms C, D, & E: Reading & Writing Tests



- ◆ Test Booklets C1, D1, and E1 are for LEP1 Beginner Level students.
- ◆ Test Booklets C2, D2, and E2 are for all other LEP students.
- ◆ Reading and Writing tests are different in the two booklets.

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The C1, D1, and E1 test booklets contain the Reading and Writing tests for LEP1 Beginner students. The C2, D2, and E2 test booklets contain the Reading and Writing Tests for all other LEP students.

The time to administer these tests is different for the Beginner Level and Intermediate Level forms. Please consult your *Test Administrator Manual* or *Test Coordinator's Guide* for estimated administration times.

Students taking different forms must be tested in separate groups.

All answers are marked or written in the student's scannable answer document. The Test Administrator does not score the written responses.

The Test Administrator should monitor students carefully during testing to ensure that students are writing their responses in the correct places, and if not, have the students write their responses in the correct place.

Forms C, D, & E: Listening Test



- ◆ Group administered.
- ◆ Administered using Form C1, C2, D1, D2, E1, or E2 Listening CD.
- ◆ Test Administrator pauses CD while students respond.
- ◆ Students mark their answers in their scannable answer documents.



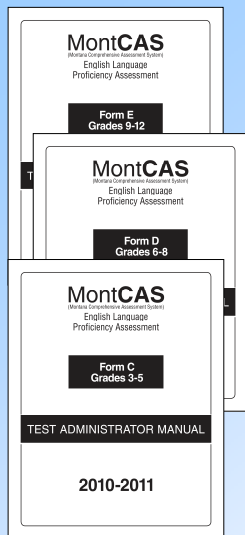
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The Listening Test for the upper three grade spans is group administered.

The Test Administrator pauses the CD at the tone to give students time to mark their answers. The questions are all multiple-choice.

Reminder: Level 1 (Beginner) and Level 2 (Intermediate/Advanced) students cannot be tested together on the Listening Test.

Forms C, D, & E: Speaking Test



- ◆ Individually administered, using the script in the appropriate Test Administrator Manual
- ◆ Time per student: about 20 minutes
- ◆ Student views prompts in his/her test booklet
- ◆ Test Administrator marks scores on the Speaking page in student's scannable answer document
- ◆ Oral Reading Test administered at end of Speaking Test. Administrator marks and bubbles the number of words attempted and the number of errors on answer document.

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The Speaking Test for the upper grades is individually administered, and takes about 20 minutes per student. The Test Administrator reads the script in the C, D, or E Test Administrator Manual, while the student views the prompts in the Speaking section of the test booklet.

The Test Administrator scores the student's oral responses and marks the scores on the Speaking answer page in the student's answer document. The Speaking Test should be administered last so the student does not get a chance to see how his or her responses were scored.

The Oral Reading Fluency Test, which is administered at the end of the Speaking Test, must also be marked by the Test Administrator during the test administration. Note that administrators must write AND bubble in the number of Words read and number of Errors on the answer document. The Words should be the total number of words attempted NOT the words minus errors. The instructions for this test are provided in that section of the Test Administrator Manual. Scoring the Oral Reading Test is illustrated in slide 42.

V. After Testing



Finally, let's look at what each person needs to do after testing is completed.

After testing, the Test Administrator:

- Checks answer documents for completeness & proper bubbling.
- Completes one Test Administrator ID Sheet per each test form administered (e.g., B2) per grade-span group & places it in the Scoring Services Envelope with answer documents.
- Returns all materials to the School Test Coordinator.



After testing, the Test Administrator checks answer documents for completeness and proper bubbling. If there are light marks for answers, the response mark should be darkened so that it fills the circle. If there are incomplete erasures, these erasures should be completed. Any stray marks on the answer document should be erased.

The Test Administrator completes one Test Administrator ID Sheet per each test form administered (for example, B2) per grade span tested. In other words, if a particular Test Administrator administered C1 and C2 tests to students in grades 3 through 5, he or she would complete two Test Administrator ID Sheets: one for the grades 3-5 students administered the C1 form and one for the grades 3-5 students administered the C2 form. On the Test Administrator ID Sheet, the Test Administrator is responsible for bubbling in the Test Administrator Name, the Grade Span, the System and School Codes, and the number of completed answer documents being submitted with that ID sheet.

The Test Administrator should place the answer documents for each test form for a single grade-span group (for example, all D1 answer documents for grades 6-8) along with the Test Administrator ID Sheet in the appropriate Scoring Services Envelope. Since the answer documents for grade span 1-2 are scannable test booklets (and thus fairly thick), white Scoring Services Envelopes (which are larger) have been provided. Answer documents for all other grade spans should be placed in the tan Scoring Services Envelopes. If more than one Scoring Services Envelope is needed, the Test Administrator should label them "1 of X," "2 of X," etc. and put the Test Administrator ID Sheet in Envelope #1.

Finally, the Test Administrator returns the Scoring Services Envelopes plus all used and unused test materials to the School Test Coordinator.

After testing, the School Test Coordinator:

- Collects answer documents & all other test materials from Test Administrators.
- Completes the School ID Sheet.
- Affixes student barcode labels to student answer documents.
- Bubbles in student information if there is no student barcode label.
- Notifies AIM Coordinator to update student information.
- Affixes voided barcode labels onto the Voided Barcode Label Form.
- Returns all materials to the System Test Coordinator by November 24th.



After testing, the School Test Coordinator collects answer documents and all other test materials from the Test Administrators.

The School Test Coordinator checks that each Test Administrator has completed a Test Administrator ID sheet for each test form (for example, B2) administered for each grade-span group they tested. Each Test Administrator ID sheet should be on top of the completed answer documents.

The School Test Coordinator completes the yellow School ID Sheet. This summarizes the number of answer documents being returned. There are directions on the sheet.

The School Test Coordinator checks student information, then matches up and affixes student barcode labels to the appropriate student answer documents.

If there is no barcode label for a student, the School Test Coordinator must print and bubble in by hand all of the student's information.

If there is student information on the barcode labels that requires updating (student name, date of birth, Home Language, Language of Impact), the School Test Coordinator can still use the label, but must notify the AIM coordinator of the updates needed.

The School Test Coordinator affixes any voided student barcode labels onto the Form for Voided Barcode Labels and marks why each label was voided.

Finally, the School Test Coordinator returns the answer documents, packed in Scoring Services Envelopes, along with all other test materials, used and unused, to the System Test Coordinator by November 24th.

After testing, the System Test Coordinator:

- Receives answer documents & all other test materials from each school in the system.
- Fills out the System ID Sheet.
- Packs and ships answer documents & all other test materials by December 3rd.

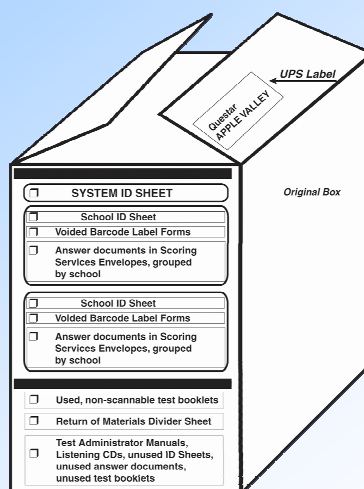


After testing, the System Test Coordinator receives the answer documents and all other test materials back from each school. The Coordinator makes sure a completed School ID Sheet is on top of the stack of Scoring Envelopes from each school. This School ID Sheet lists each Scoring Services Envelope from the school and the number of answer documents each contains.

The System Test Coordinator fills out the System ID Sheet. On the back of the System ID Sheet, the Coordinator will create a master list of each school and the number of completed answer documents returned from that school.

The System Test Coordinator packs and ships the answer documents, plus all used and unused test materials, by December 3rd so that Questar Scoring Services receives them no later than December 10th.

Packing and Shipping



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Packing and Shipping Instructions

- Use the system box(es) in which the test materials were originally shipped, if possible. If more than one box is used, number the boxes "1 of X," "2 of X," etc.
- Place all Test Administrator Manuals, all Listening CDs, all unused ID Sheets, all unused answer documents, and all unused test booklets in the bottom of the box. Cover with the goldenrod-colored Return of Materials Divider Sheet.
- Next, place the used non-scannable test booklets on top of the unused materials.
- Put the stacks of Scoring Services Envelopes (containing completed answer documents or scannable booklets, and a Test Administrator ID sheet) on top of the other test materials. Note: Make sure that the yellow School ID Sheet is placed on the top of each school stack along with any Forms for Voided Barcode Labels. If you are using more than one box, put the Scoring Services Envelopes all together in Box #1.
- Place the System ID Sheet on top of the Scoring Services Envelopes.
- If filler is needed, use scrunched-up paper, not Styrofoam®. This is important as Styrofoam® can make the answer documents unscannable.
- Please do not use staples, rubber bands, or paper clips to organize or pack the answer documents.
- Use the UPS return label(s) provided by Questar to return your materials.



If you have questions...

About OPI assessment policy & who should be tested	Lynn Hinch, OPI Phone: (406) 444-3482 Email: lhinch@mt.gov
About OPI assessment policy & additional test materials	Karen Richem, Assessment Specialist Phone: (406) 444-0748 Email: krichem@mt.gov
About test administration	MontCAS ELP Customer Service Phone: (800) 931-6309 Email: montcas-elp@QuestarAI.com
About packing & shipping	



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Remember: you are not alone!

If you have questions, there are people and resources to help you through the assessment process.

Karen Richem and Lynn Hinch are available to answer questions about assessment policies — for example, if you are not sure whether or not a certain student should be tested.

Questions about test administration and returning materials to Questar Assessment, Inc. can be addressed to MontCAS ELP Customer Service at montcas-elp@QuestarAI.com. A Customer Service representative will make every effort to get back to you within 1 or 2 business days.

Good Luck with Your Testing!

When the test administration is over, we want your feedback about both the test itself and the process. There will be a downloadable form for feedback from both Test Administrators and Test Coordinators.



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent



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Good luck with your testing!

When the test administration is over, we want your feedback about both the test itself and the process. There will be a downloadable form for feedback from both Test Administrators and Test Coordinators. Thank you.